

## S Kilbourne Elementary

1400 South Kilbourne Road  
Columbia, South Carolina 29205

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	309 Students	
<b>Principal</b>	Sarah G. Smith	803-738-7215
<b>Superintendent</b>	Dr. Allen J. Coles	803-231-7500
<b>Board Chair</b>	Lane Quinn	803-231-7556

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

**BELOW AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	17	69	38

## IMPROVEMENT RATING

**BELOW AVERAGE**

## ADEQUATE YEARLY PROGRESS

**YES**

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Unsatisfactory	Yes
<b>2004</b>	Average	Unsatisfactory	Yes
<b>2005</b>	Average	Unsatisfactory	Yes
<b>2006</b>	Below Average	Below Average	Yes

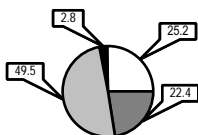
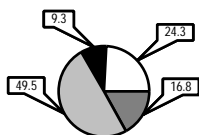
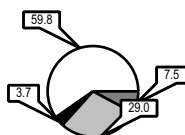
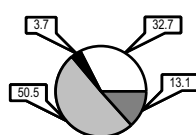
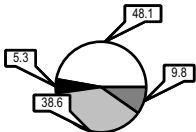
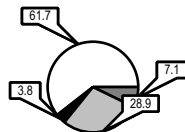
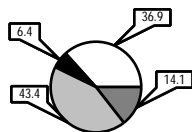
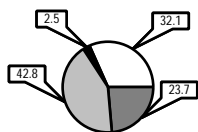
**DEFINITIONS OF SCHOOL RATING TERMS**





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	125	96.8	24.8	49.5	22.9	2.9	33.3	Yes	Yes
<b>Gender</b>									
Male	64	93.8	32.7	46.2	17.3	3.8	30.8	N/A	N/A
Female	61	100.0	17.0	52.8	28.3	1.9	35.8	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	117	96.6	26.5	49.0	21.4	3.1	30.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	112	99.1	24.0	51.0	21.9	3.1	33.3	N/A	N/A
Disabled	13	76.9	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	125	96.8	24.8	49.5	22.9	2.9	33.3	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	125	96.8	24.8	49.5	22.9	2.9	33.3	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	115	96.5	26.3	49.5	22.1	2.1	31.6	Yes	Yes
Full-pay meals	10	100.0	10.0	50.0	30.0	10.0	50.0	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	125	98.4	23.6	50.0	17.0	9.4	49.1	Yes	Yes
<b>Gender</b>									
Male	64	96.9	20.8	49.1	17.0	13.2	47.2	N/A	N/A
Female	61	100.0	26.4	50.9	17.0	5.7	50.9	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	117	98.3	25.3	51.5	16.2	7.1	47.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	112	100.0	21.9	51.0	17.7	9.4	52.1	N/A	N/A
Disabled	13	84.6	40.0	40.0	10.0	10.0	20.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	125	98.4	23.6	50.0	17.0	9.4	49.1	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	125	98.4	23.6	50.0	17.0	9.4	49.1	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	115	98.3	24.0	53.1	13.5	9.4	45.8	Yes	Yes
Full-pay meals	10	100.0	20.0	20.0	50.0	10.0	80.0	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	124	99.2	59.4	29.2	7.5	3.8	11.3
<b>Gender</b>							
Male	63	98.4	58.5	22.6	13.2	5.7	18.9
Female	61	100.0	60.4	35.8	1.9	1.9	3.8
<b>Racial/Ethnic Group</b>							
White	7	100.0	I/S	I/S	I/S	I/S	I/S
African American	116	99.1	61.6	28.3	6.1	4.0	10.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	111	99.1	57.9	29.5	8.4	4.2	12.6
Disabled	13	100.0	72.7	27.3	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	124	99.2	59.4	29.2	7.5	3.8	11.3
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	124	99.2	59.4	29.2	7.5	3.8	11.3
<b>Socio-Economic Status</b>							
Subsidized meals	114	99.1	62.5	28.1	6.3	3.1	9.4
Full-pay meals	10	100.0	30.0	40.0	20.0	10.0	30.0

<b>Social Studies</b>							
All Students	124	100.0	32.1	50.9	13.2	3.8	17.0
<b>Gender</b>							
Male	63	100.0	34.0	49.1	13.2	3.8	17.0
Female	61	100.0	30.2	52.8	13.2	3.8	17.0
<b>Racial/Ethnic Group</b>							
White	7	100.0	I/S	I/S	I/S	I/S	I/S
African American	116	100.0	33.3	49.5	13.1	4.0	17.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	111	100.0	31.6	50.5	13.7	4.2	17.9
Disabled	13	100.0	36.4	54.5	9.1	0.0	9.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	124	100.0	32.1	50.9	13.2	3.8	17.0
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	124	100.0	32.1	50.9	13.2	3.8	17.0
<b>Socio-Economic Status</b>							
Subsidized meals	114	100.0	32.3	52.1	12.5	3.1	15.6
Full-pay meals	10	100.0	30.0	40.0	20.0	10.0	30.0

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	46	100.0	10.8	35.1	48.6	5.4	54.1
	4	44	100.0	32.4	45.9	21.6	0.0	21.6
	5	39	100.0	22.9	57.1	20.0	0.0	20.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	28	96.4	17.4	56.5	21.7	4.3	26.1
	4	43	95.3	24.3	40.5	32.4	2.7	35.1
	5	54	98.1	28.9	53.3	15.6	2.2	17.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	46	100.0	10.8	56.8	21.6	10.8	32.4
	4	44	97.7	37.8	32.4	27.0	2.7	29.7
	5	39	100.0	25.7	42.9	25.7	5.7	31.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	28	96.4	17.4	60.9	13.0	8.7	21.7
	4	43	97.7	18.9	51.4	21.6	8.1	29.7
	5	54	100.0	30.4	43.5	15.2	10.9	26.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	46	100.0	40.5	40.5	16.2	2.7	18.9
	4	44	100.0	59.5	29.7	10.8	0.0	10.8
	5	39	100.0	45.7	37.1	11.4	5.7	17.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	28	100.0	65.2	21.7	4.3	8.7	13.0
	4	42	97.6	45.9	43.2	8.1	2.7	10.8
	5	54	100.0	67.4	21.7	8.7	2.2	10.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	46	100.0	10.8	56.8	27.0	5.4	32.4
	4	44	97.7	63.9	27.8	5.6	2.8	8.3
	5	39	100.0	42.9	40.0	14.3	2.9	17.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	28	100.0	13.0	60.9	17.4	8.7	26.1
	4	42	100.0	13.5	64.9	16.2	5.4	21.6
	5	54	100.0	56.5	34.8	8.7	0.0	8.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 309)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.5%	Down from 2.2%	4.0%	2.8%
Attendance rate	96.7%	Up from 93.3%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.4%	Up from 0.8%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	1.6%	Up from 0.0%	0.0%	0.0%
Eligible for gifted and talented	10.1%	Down from 16.2%	3.8%	10.4%
On academic plans	45.2%	N/AV	48.9%	33.6%
On academic probation	35.3%	N/AV	2.2%	1.0%
With disabilities other than speech	2.7%	Down from 2.9%	7.3%	7.5%
Older than usual for grade	0.4%	Up from 0.0%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Down from 2.7%	0.0%	0.0%
<b>Teachers (n= 21)</b>				
Teachers with advanced degrees	52.4%	No change	51.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	11.1%	N/A	5.2%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	3.0%	0.0%
Teachers returning from previous year	87.6%	Down from 93.1%	83.1%	87.3%
Teacher attendance rate	93.9%	Down from 94.5%	94.6%	94.9%
Average teacher salary	\$42,018	Up 8.5%	\$41,394	\$42,485
Prof. development days/teacher	23.0 days	Up from 12.2 days	14.8 days	13.3 days
<b>School</b>				
Principal's years at school	1.0	Down from 8.0	4.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Up from 16.3 to 1	16.3 to 1	18.6 to 1
Prime instructional time	87.5%	Up from 86.0%	88.3%	89.7%
Dollars spent per pupil*	\$7,491	Up 3.6%	\$7,897	\$6,557
Percent of expenditures for teacher salaries*	72.3%	Up from 72.0%	59.5%	64.0%
Percent of expenditures for instruction*	77.3%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Good	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

South Kilbourne Elementary School is committed to the achievement of individual academic excellence through the highest quality of teaching. One hundred percent of our faculty is Highly Qualified with two National Board Certified Teachers. A school with a proud tradition of solid achievement through dedicated, caring and concerned faculty, with high expectations for all students, is one of the bases of our success. Concerned, involved, and supportive parents are another base of our success. The top priority at South Kilbourne Elementary continues to be academic achievement. Our standards-based curriculum is driven by the S. C. Curriculum Standards. For the fourth consecutive year, we met 100% of the objectives for achieving Annual Yearly Progress (AYP), as outlined by the No Child Left Behind Act.

This year our teachers participated in staff development training, which included math strategies, technology implementation of eChalk, and Classroom Walk Through (CWT). The school received 34 new computers distributed throughout the classrooms and the media center. Our school is fortunate to have two computer Destination Internet Stations that provide student interaction on the Internet to reinforce instructional skills and research. Our SuccessMaker Lab is furnished with twenty-five computers with a full-time lab assistant. Academic strategies for English Language Arts include literacy centers, small-group instruction, accelerated reading, and extensive writing. Math academic strategies include Marilyn Burns Math, district math competition, and the use of varied manipulatives. Science academic strategies include the use of FOSS kits, science presentations, and many demonstration lessons. Additional support was provided through collaboration with the University of South Carolina and Midlands Technical College.

Our Parenting and Family Literacy program provides parenting activities and opportunities for parents of at-risk students to improve their educational levels. Books and Breakfast is a monthly literacy program for parents to get involved with reading with their children at home and to establish a home library.

Our school's motto, "Together We Can," exemplifies the support and the spirit of our community and our commitment to providing a quality education for all students.

Sarah G. Smith, Principal  
Sharon Jenkins, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	21	48	20
Percent satisfied with learning environment	57.1%	78.7%	60.0%
Percent satisfied with social and physical environment	71.4%	80.9%	65.0%
Percent satisfied with school-home relations	28.6%	93.3%	75.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.